



## SET Music LTP 2025-2026 (Year B)



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National Curriculum Objectives are woven throughout music express (see codes for explicit links)

Key stage 1 Pupils should be taught to:

(1S) Use their voices expressively and creatively by singing songs and speaking chants and rhymes

(1I) Play tuned and untuned instruments musically

(1L) Listen with concentration and understanding to a range of high-quality live and recorded music

(1E) Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

(2P) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

(2C) Improvise and compose music for a range of purposes using the inter-related dimensions of music


(2L) Listen with attention to detail and recall sounds with increasing aural memory

(2N) Use and understand staff and other musical notations

(2A) Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

(2H) Develop an understanding of the history of music

### Progression Units used for assessment are \*

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Vocabulary
<b>Skills Builders Included where appropriate</b>	 <p>N.B. Listening, speaking, staying positive and aiming high are skills encouraged throughout the music curriculum. Opportunities for teamwork and leadership occur when performing/conducting/singing solos and harmonies. Opportunities for creativity and problem solving occur when composing.</p>						
Nursery	<ul style="list-style-type: none"> <li>Enjoys listening to Music</li> <li>Responds to music</li> <li>Talk about how music makes them feel</li> <li>Moves to music, including copying actions</li> <li>Beginning to watch dance and art performances</li> <li>Create their own songs or improvise a song around one they know</li> </ul>						
	- Learns some key phrases from familiar songs	- Remember some songs in their entirety inc. seasonal songs and nursery rhymes.  - Play percussion instruments with increasing control.	- Sing a range of songs and nursery rhymes considering pitch and melody  - Continue to explore different instruments.	- Sings a range of songs and nursery rhymes considering pitch and melody  - Continue to explore different instruments.	- Explore how instruments can be used to express different feelings  - Make up their own songs based on a familiar one	- Use a variety of instruments to express their feelings and ideas	



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	<ul style="list-style-type: none"> <li>• Being Imaginative and Expressive</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>						
Reception	<ul style="list-style-type: none"> <li>- Sing a range of familiar songs</li> <li>- To begin to take on a different role in play</li> <li>- Begin to move in response to music</li> <li>- Begin to play simple compositions in tuned instruments, with support</li> </ul>	<ul style="list-style-type: none"> <li>- Start to sing new songs as a group, matching pitch and melody e.g. from Christmas play.</li> <li>- Perform to an audience</li> <li>- Begin to have an understanding of syllables.</li> <li>- Begin to play simple compositions using tuned instruments.</li> </ul>	<ul style="list-style-type: none"> <li>- Move to music in time, thinking of space.</li> <li>- Explore and engage in music making and have a simple understanding of a beat.</li> </ul>	<ul style="list-style-type: none"> <li>- Move in appropriate ways to accompany instruments e.g. creep to the sound of a maraca.</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage children to choregraph their own dances in time to music.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing a range of well-known nursery rhymes and songs</li> <li>- Perform songs, rhymes, poems and stories with others (including with puppets), and – when appropriate – try to move in time with music.</li> </ul>	
Y1/2 Year A	<p><b>*Menu Song * (6 lessons)</b></p> <p>Focus: Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1. Objectives:</p> <ul style="list-style-type: none"> <li>• Participate in creating a dramatic group performance using kitchen-themed props.</li> <li>• Sing a cumulative song from memory, remembering the order of the verses.</li> <li>• Play classroom instruments on the beat.</li> </ul>	<p><b>Colonel Hathi's March (3 lessons)</b></p> <p>Focus: Beat, march, timbre, film music. Objectives:</p> <ul style="list-style-type: none"> <li>• Compose music to march to using tuned and untuned percussion.</li> <li>• Respond to musical characteristics through movement.</li> <li>• Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips)</li> </ul> <p><b>Magical Musical Aquarium (3 lessons)</b></p>	<p><b>*Football* (6 lessons)</b></p> <p>Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2. Objectives:</p> <ul style="list-style-type: none"> <li>• Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</li> <li>• Chant together rhythmically, marking rests accurately.</li> <li>• Play a simple ostinato on untuned percussion.</li> <li>• Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</li> </ul>	<p><b>Who stole my chickens? (6 lessons)</b></p> <p>Focus: 4-beat patterns, rests, dotted quaver-semiquaver rhythm ('skipty' rhythm), clapping games. Objectives:</p> <ul style="list-style-type: none"> <li>• Compose new lyrics and create short body percussion patterns to accompany the song.</li> <li>• Sing familiar songs in low and high voices, recognising higher and lower.</li> <li>• Play a partner clapping game while singing a song.</li> <li>• Listen to and copy short rhythm patterns by ear.</li> </ul>	<p><b>Dancing and drawing to Nautilus (3 lessons)</b></p> <p>Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music. Objectives:</p> <ul style="list-style-type: none"> <li>• Perform actions to music, reinforcing a sense of beat.</li> <li>• Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</li> <li>• Develop awareness of duration and the ability to move slowly to music.</li> </ul>	<p><b>*Come dance with me* (6 lessons)</b></p> <p>Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3. Objectives:</p> <ul style="list-style-type: none"> <li>• Create musical phrases from new word rhythms that children invent.</li> <li>• Sing either part of a call-and-response song.</li> <li>• Play the response sections on tuned percussion using the correct beater hold.</li> </ul>	



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	<ul style="list-style-type: none"> <li>Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</li> <li>Listen and move in time to the song.</li> </ul>	<p>Focus: Timbre, pitch, structure, graphic symbols, classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</li> <li>Sing a unison song rhythmically and in tune.</li> <li>Play percussion instruments expressively, representing the character of their composition.</li> <li>Listen to 'Aquarium', reflecting the character of the music through movement.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</li> </ul>	<p>Mark rests in the song with actions, their voices, and instruments.</p>	<ul style="list-style-type: none"> <li>Create art work, drawing freely and imaginatively in response to a piece of music</li> </ul> <p><b>Cat and Mouse (3 lessons)</b> Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.</li> <li>Attempt to record compositions with stick and other notations.</li> <li>Sing and chant songs and rhymes expressively.</li> <li>Listen and copy rhythm patterns</li> </ul>	<ul style="list-style-type: none"> <li>Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</li> <li>Copy call-and-response patterns with voices and instruments</li> </ul>	
Y1/2 Year B	<p><b>*Tony Chestnut*</b></p> <p>Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Improvise rhythms along to a backing track using the note C or G.</li> <li>Compose call-and-response music.</li> <li>Play the melody on a tuned percussion instrument.</li> <li>Sing with good diction.</li> <li>Recognise and play echoing phrases by ear</li> </ul>	<p><b>Carnival of the animals</b></p> <p>Focus: Timbre, tempo, dynamics, pitch, classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Select instruments and compose music to reflect an animal's character.</li> <li>Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.</li> <li>Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.</li> <li>Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement</li> </ul>	<p><b>*Grandma rap*</b></p> <p>Focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</li> <li>Chant Grandma rap rhythmically, and perform to an accompaniment children create.</li> <li>Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.</li> <li>Learn a clapping game to Hi lo chicka lo that shows the rhythm.</li> <li>Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</li> </ul>	<p><b>Swing a long with Shostakovich</b></p> <p>Focus: 2- and 3-time, beat, beat groupings, 20th century classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Create action patterns in 2- and 3-time.</li> <li>Listen actively and mark the beat by tapping, clapping, and swinging to the music.</li> <li>Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').</li> <li>Understand and explain how beats can be grouped into patterns and identify them in familiar songs.</li> <li>Move freely and creatively to music using a prop.</li> </ul> <p><b>Charlie Chaplin</b></p>	<p><b>The Rockpool Rock</b></p> <p>Focus: 2-part singing, rock 'n' roll, structure, timbre.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Learn an interlocking spoken part.</li> <li>Sing a rock 'n' roll-style song confidently.</li> <li>Play an introduction on tuned percussion.</li> <li>Listen actively and learn about rock 'n' roll music.</li> </ul>	<p><b>*Tanczmy*</b></p> <p>Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Demonstrate an internalised sense of pulse through singing games.</li> <li>Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.</li> <li>Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.</li> <li>Listen and match the beat of others and recorded music, adapting speed accordingly.</li> </ul>	



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		<p><b>Musical conversations</b></p> <p>Focus: Question-and-answer, timbre, graphic score.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compose musical sound effects and short sequences of sounds in response to a stimulus.</li> <li>• Improvise question-and-answer conversations using percussion instruments.</li> <li>• Create, interpret, and perform from simple graphic scores.</li> <li>• Recognise how graphic symbols can represent sound.</li> </ul>		<p>Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compose a soundtrack to a clip of a silent film.</li> <li>• Understand and use notes of different duration.</li> <li>• Understand and use notes of different pitch.</li> <li>• Understand and use dynamics.</li> </ul>		<ul style="list-style-type: none"> <li>• Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.</li> </ul>	
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<p>Y3/4 (Year A)</p>	<p><b>*I've been to Harlem* (6 lessons)</b></p> <p>Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compose a pentatonic ostinato.</li> <li>• Sing a call-and-response song in groups, holding long notes confidently.</li> <li>• Play melodic and rhythmic accompaniments to a song.</li> <li>• Listen and identify where notes in the melody of the song go down and up.</li> </ul>	<p><b>*Latin dance*- classroom percussion (6 lessons)</b></p> <p>Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compose a 4-beat rhythm pattern to play during instrumental sections.</li> <li>• Working in small groups, sing a call-and-response song with an invented drone accompaniment.</li> <li>• Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.</li> <li>• Play a one-note part contributing to the chords accompanying the verses.</li> <li>• Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</li> </ul>	<p><b>Ukulele (Led by LMS and In house expert)</b></p> <p><b>Focus: Performance- Playing a tuned musical instrument and notation</b></p> <p>Skills:</p>	<p><b>Ukulele (Led by LMS and In house expert)</b></p> <p><b>Focus: Performance- Playing a tuned musical instrument and notation</b></p> <p>Skills:</p>	<p><b>March from the Nutcracker (3 lessons)</b></p> <p>Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Develop active listening skills by responding to musical themes through movement.</li> <li>• Understand the structure of rondo form (A-B-A-C-A).</li> <li>• Develop a sense of beat and rhythmic pattern through movement.</li> <li>• Experience call-and-response patterns through moving with a partner</li> </ul> <p><b>From a railway carriage (3 lessons)</b></p> <p>Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explore ways to create word-based pieces of music.</li> <li>• Explore ways to communicate atmosphere and effect.</li> <li>• Listen and compare how different composers have approached creating word-based compositions.</li> </ul>	<p><b>*Fly with the stars* - classroom percussion (6 lessons)</b></p> <p>Focus:</p> <p>Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance.</li> <li>• Sing solo or in a pair in call-and-response style.</li> <li>• Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song</li> </ul>	
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<p>Y3/4 (Year B)</p>	<p><b>*This little light of mine</b></p> <p>Focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).</li> <li>• Sing in a Gospel style with expression and dynamics.</li> <li>• Play a bass part and rhythm ostinato along with This little light of mine.</li> <li>• Sing Part 1 of a partner song rhythmically.</li> <li>• Listen and move in time to songs in a Gospel style.</li> </ul>	<p><b>*The doot doot song</b></p> <p>Focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• 'Doodle' with voices over the chords in the song.</li> <li>• Sing swung rhythms lightly and accurately.</li> <li>• Learn a part on tuned percussion and play as part of a whole-class performance.</li> <li>• Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.</li> <li>• Listen and identify similarities and differences between acoustic guitar styles.</li> </ul>	<p><b>Ukulele (Led by In house expert)</b></p> <p><b>Focus: Performance- Playing a tuned musical instrument and notation using LMS curriculum plans.</b></p> <p>Skills:</p>	<p><b>Ukulele (Led by In house expert)</b></p> <p><b>Focus: Performance- Playing a tuned musical instrument and notation using LMS curriculum plans.</b></p> <p>Skills:</p>	<p><b>Samba with Sergio (3 lessons)</b></p> <p>Focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</li> <li>• Perform vocal percussion as part of a group.</li> <li>• Move in time with the beat of the music.</li> <li>• Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival)</li> </ul> <p><b>Global Pentatonics (3 Lessons)</b></p> <p>Focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compose a pentatonic melody.</li> <li>• Improvise and create pentatonic patterns.</li> <li>• Use notation to represent musical ideas.</li> <li>• Compare music extracts and understand that the pentatonic scale features in</li> </ul>	<p><b>*Favourite Song (Percussion -6 Lessons)</b></p> <p>Focus: Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Sing with expression and a sense of the style of the music.</li> <li>• Understand triads and play C, F, G major, and A minor.</li> <li>• Play an instrumental part as part of a whole-class performance.</li> <li>• Sing a part in a partner song, rhythmically and from memory.</li> <li>• Identify similarities and differences between pieces of music in a folk/folk-rock style.</li> </ul>	
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					lots of music traditions and cultures.		
Y5/6 Year A	<p><b>*What shall we do with the drunken sailor?*</b> (6 lessons)</p> <p>Focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</li> <li>• Sing a sea shanty expressively, with accurate pitch and a strong beat.</li> <li>• Play bass notes, chords, or rhythms to accompany singing.</li> <li>• Sing in unison while playing an instrumental beat (untuned).</li> <li>• Keep the beat playing a 'cup' game.</li> <li>• Talk about the purpose of sea shanties and describe some of the features using music vocabulary</li> </ul>	<p><b>Why we sing (3 lessons)</b></p> <p>Focus: Gospel music, instruments, structure, texture, vocal decoration.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Develop and practise techniques for singing and performing in a Gospel style.</li> <li>• Recognise individual instruments and voices by ear.</li> <li>• Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound.</li> <li>• Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.).</li> </ul> <p><b>Introduction to songwriting (3 lessons)</b></p> <p>Focus: Structure (verse/chorus), hook, lyric writing, melody.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.</li> <li>• Create fragments of songs that can develop into fully fledged songs.</li> <li>• Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.</li> </ul>	<p><b>*Madina tun Nabi*</b> (6 lessons)</p> <p>Focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Improvise freely over a drone.</li> <li>• Sing a song in two parts with expression and an understanding of its origins.</li> <li>• Sing a round and accompany themselves with a beat.</li> <li>• Play a drone and chords to accompany singing.</li> <li>• Listen and copy back simple rhythmic and melodic patterns.</li> </ul>	<p><b>Ukulele (Led by in house expert)</b></p> <p><b>Focus: Performance- Playing a tuned musical instrument and notation</b></p> <p><b>Year 4 Doot Doot song ukulele unit or adapt the unit below:</b></p> <p><b>Aint gonna let nobody</b></p> <p>Focus: Civil rights movement in the USA, compare musical styles (Gospel, rhythm and blues, choral), spiritual turned protest song, vocal improvisation, chords C minor and G7.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Improvise over the chords C minor and G7.</li> <li>• Sing accurately in three parts.</li> <li>• Play chords on tuned percussion, ukulele, keyboard, or apps.</li> <li>• Develop knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA.</li> </ul>	<p><b>Ukulele (Led by in house expert)</b></p> <p><b>Focus: Performance- Playing a tuned musical instrument and notation</b></p> <p>Skills:</p> <p><b>Ukulele units on sing up or adaptation.</b></p>	<p><b>*Kisne Banaaya*</b> (6 lessons)</p> <p>Focus: A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compose a simple accompaniment using tuned instruments.</li> <li>• Create and perform their own class arrangement.</li> <li>• Sing and play the melody of Kisne banaaya.</li> <li>• Sing in a 4-part round accompanied with a pitched ostinato.</li> </ul> <p><b>Enrichment opportunity:</b> <b>Year 5/6 End of term Performance</b></p>	



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		<ul style="list-style-type: none"> <li>Understand techniques for creating a song and develop a greater understanding of the songwriting process.</li> </ul>					
Y5/6 Year B	<p><b>*Hey Mr Miller* (6 lessons)</b></p> <p>Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation), progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Compose a syncopated melody using the notes of the C major scale.</li> <li>Sing a syncopated melody accurately and in tune.</li> <li>Sing and play a class arrangement of the song with a good sense of ensemble.</li> <li>Listen to historical recordings of big band swing and describe features of the music using music vocabulary</li> </ul>	<p><b>*Dona Nobis Pacem* (6 lessons)</b></p> <p>Focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Compose an 8-bar piece on percussion, in 3-time and using chords F and C major.</li> <li>Sing a round accurately and in a legato style.</li> <li>Sing a chorus in two-part harmony with dancing on the beat.</li> <li>Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</li> </ul>	<p><b>Race (3 lessons)</b></p> <p>Focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Create an accompaniment.</li> <li>Create an extended melody with four distinct phrases.</li> <li>Experiment with harmony.</li> <li>Structure ideas into a full soundtrack.</li> </ul> <p><b>Exploring identity through songs (3 lessons)</b></p> <p>Focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Identify ways songwriters convey meaning: through lyrics, the music, and the performance.</li> <li>Understand different ways that rhymes work in songs.</li> <li>Identify different elements of a song's structure.</li> </ul>	<p><b>Ukulele (Led by In house expert)</b></p> <p>Focus: Performance- Playing a tuned musical instrument and notation</p> <p><b>Ukulele units on sing up or adapt the unit below:</b></p> <p><b>Baloo Baleerie (6 lessons)</b></p> <p>Focus: Lullaby, 3/4, 4/4, pentatonic scale, question-and-answer, accompaniment.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Compose a gentle melody inspired by lullabies in 3/4 time, using a pentatonic scale and question-and-answer phrasing.</li> <li>Sing a lullaby accurately and with expression.</li> <li>Play an accompaniment using tuned percussion.</li> <li>Show an understanding of why people sing lullabies to babies.</li> <li>Understand the differences between 3/4 and 4/4 time signatures.</li> </ul>	<p><b>Ukulele (Led by In house expert)</b></p> <p>Focus: Performance- Playing a tuned musical instrument and notation</p> <p><b>Ukulele units on sing up or adaptation.</b></p>	<p><b>*Ame sal vala tara bal* (6 lessons)</b></p> <p>Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Create a rhythmic piece for drums and percussion instruments.</li> <li>Sing the chorus of Throw, catch in three-part harmony with dancing.</li> <li>Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.</li> <li>Demonstrate coordination and keeping a steady beat by dancing to bhangra music.</li> </ul>	



## SET Music LTP 2025-2026 (Year B)

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			<ul style="list-style-type: none"><li>• Understand the concept of identity and how you can express that in songs.</li></ul>			<b>Enrichment opportunity: Year 5/6 End of term Performance</b>	
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